

BROOKLYN SPRINGS ELEMENTARY

1637 Billings Drive
Lancaster, SC 29720

GRADES K-5 Elementary School

ENROLLMENT 591 Students

PRINCIPAL Mae F. Crawford 803-283-8471

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	51	4	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes

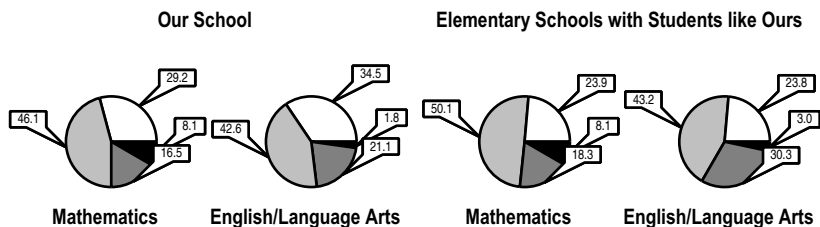
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	309	98.7	33.6	43.2	21.4	1.8	37.5	Yes	Yes
Gender									
Male	183	98.9	41.7	39.3	17.2	1.8	36.2		
Female	126	98.4	22.2	48.7	27.4	1.7	39.3		
Racial/Ethnic Group									
White	150	98.0	27.0	41.6	29.2	2.2	48.9	Yes	Yes
African-American	131	99.2	40.0	43.3	15.0	1.7	28.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	28	100.0	39.1	52.2	8.7	0.0	17.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	265	98.9	25.0	47.9	25.0	2.1	43.3		
Disabled	44	97.7	85.0	15.0	0.0	0.0	2.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	309	98.7	33.6	43.2	21.4	1.8	37.5		
English Proficiency									
Limited English Proficient	18	100.0	53.8	46.2	0.0	0.0	7.7	I/S	I/S
Non-Limited English Proficient	291	98.6	32.6	43.1	22.5	1.9	39.0		
Socio-Economic Status									
Subsidized meals	221	99.1	39.7	43.8	15.5	1.0	29.4	Yes	Yes
Full-pay meals	88	97.7	19.8	41.9	34.9	3.5	55.8		

Mathematics - State Performance Objective = 15.5%									
All Students	309	99.4	28.7	46.5	16.7	8.2	36.9	Yes	Yes
Gender									
Male	183	100.0	32.7	47.3	13.9	6.1	33.3		
Female	126	98.4	23.1	45.3	20.5	11.1	41.9		
Racial/Ethnic Group									
White	150	98.7	18.1	44.9	23.2	13.8	50.0	Yes	Yes
African-American	131	100.0	38.8	47.9	10.7	2.5	23.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	28	100.0	39.1	47.8	8.7	4.3	30.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	265	99.3	22.8	48.1	19.5	9.5	41.5		
Disabled	44	100.0	63.4	36.6	0.0	0.0	9.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	309	99.4	28.7	46.5	16.7	8.2	36.9		
English Proficiency									
Limited English Proficient	18	100.0	46.2	53.8	0.0	0.0	23.1	I/S	I/S
Non-Limited English Proficient	291	99.3	27.9	46.1	17.5	8.6	37.5		
Socio-Economic Status									
Subsidized meals	221	99.6	33.8	51.8	11.3	3.1	27.2	Yes	Yes
Full-pay meals	88	98.9	17.2	34.5	28.7	19.5	58.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	107	96.3	32.7	38.6	27.7	1.0	28.7
	Grade 4	109	99.1	46.1	37.3	16.7	N/A	16.7
	Grade 5	121	99.2	45.7	36.2	17.2	0.9	18.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	104	98.1	31.6	34.7	30.6	3.1	33.7
	Grade 4	110	98.2	38.2	43.1	16.7	2.0	18.6
	Grade 5	95	100.0	34.0	50.0	16.0	N/A	16.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	107	100.0	28.8	50.0	16.3	4.8	21.2
	Grade 4	109	99.1	27.2	55.3	11.7	5.8	17.5
	Grade 5	121	99.2	30.4	44.3	19.1	6.1	25.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	104	99.0	27.3	53.5	15.2	4.0	19.2
	Grade 4	110	99.1	33.0	40.8	19.4	6.8	26.2
	Grade 5	95	100.0	29.8	42.6	14.9	12.8	27.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 591)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.3%	Up from 0.1%	3.5%	2.7%
Attendance rate	97.6%	Up from 95.3%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.5%	3.5%
Eligible for gifted and talented	8.8%	Down from 9.5%	11.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Up from 5.5%	9.5%	8.2%
Older than usual for grade	1.0%	No change	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	55.0%	Down from 55.8%	48.1%	51.4%
Continuing contract teachers	92.5%	Up from 86.0%	88.2%	87.5%
Highly qualified teachers**	96.4%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	5.3%		0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 83.1%	86.5%	86.7%
Teacher attendance rate	96.1%	Up from 95.5%	94.6%	94.9%
Average teacher salary	\$40,623	Up 2.9%	\$39,987	\$40,760
Prof. development days/teacher	14.1 days	Down from 22.2 days	13.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.6 to 1	18.6 to 1	18.9 to 1
Prime instructional time	92.4%	Up from 89.6%	89.3%	90.0%
Dollars spent per pupil*	\$5,318	Up 7.0%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	68.2%	Down from 70.5%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Up from 96.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the Brooklyn Springs Family, 2003-2004 was a very good year. The teachers and students focused on our South Carolina Curriculum Standards in core subject areas.

Major goals for our school year were to continue to provide a safe, supportive, success-oriented learning environment for our students; to increase student learning in all academic areas; to provide all students an opportunity to write across the curriculum; to develop classroom libraries in each class; and to increase family and community involvement in our school. As a school community, we have made notable progress toward our goals.

This year was the second year for Brooklyn Springs as a Professional Development School in collaboration with Winthrop University. Three Winthrop student interns and four field experience interns worked successfully with our students and staff during the course of the year.

This past year our school was awarded a home literacy grant from the J. Marion Sims Foundation in the amount of \$306,185. The Home Literacy Center is housed on our school site and focuses on adult literacy for our parents and community members.

BSE continued to promote character education through a school-wide program called "Positive Action." As a result, positive character lessons were incorporated into all facets of our school's curriculum.

The Brooklyn Springs PTA and SIC continue to make significant contributions that positively impact our school's learning environment. The PTA designated money for the improvement of classroom libraries as one project. The SIC worked diligently to promote literacy by sponsoring a reading initiative for parents and students called "Racing For Reading."

The following are noteworthy accomplishments of Brooklyn Springs. A BSE fifth grader received the South Carolina Governor's Citizenship Award. One teacher received National Board Certification; 22 teachers received EIA and J. Marion Sims Pet Grants. All total, BSE students and faculty collectively provided 29,616 hours of community service through the AmeriCorp program.

Our teachers, parents, business partners, and community continue to enrich our school in many ways as we strive to encourage lifelong learning.

Mae F. Crawford, Principal and Steve Harper, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	88	81
Percent satisfied with learning environment	95.1%	86.4%	84.0%
Percent satisfied with social and physical environment	97.6%	88.5%	85.2%
Percent satisfied with home-school relations	87.5%	81.4%	84.8%

*Only students at the highest elementary school grade level at this school and their parents were included.